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ABSTRACT

This guide was developed in response to the Chapter 1 Migrant Education Program (1967). It provides Texas school districts with a framework for establishing identification and recruitment programs for migrant students. As the key to effective recruitment practices, the framework of a well-planned training program for local recruitment personnel encompasses the following elements: (1) an awareness plan to promote available migrant education services among all school personnel and the community; (2) knowledge of migrant eligibility criteria; (3) detailed review of the certificate of eligibility and procedures for completing and submitting the form; (4) procedures for conducting parent interviews; and (5) strategies for locating potentially eligible children. The role of the migrant recruiter may be home/school liaison, home visitor, or school-based recruiter, with varying duties and responsibilities. This guide also includes six sample eligibility case studies; the certificate of eligibility and instructions for its completion; parental survey and questionnaires in English and Spanish; and models of effective recruitment procedures currently in place around the state. (SV)

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A Framework for Texas Schools

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Identification and Recruitment of Migrant Students

A Framework for Texas Schools

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Foreword

In 1967, the migrant education program was established as part of the Elementary and Secondary Education Act (ESEA) of 1965. The vision of this legislation was to provide for the special educational needs of one of the nation's neediest special populations—migrant children. As part of the commitment of Texas to make this vision a reality, the Texas Education Agency has developed frameworks to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, improving academic achievement, and increasing graduation rates. These four frameworks address the *Long-Range Plan for Texas Public Schools* which was approved by the State Board of Education in May 1986.

I encourage migrant educators and others to study these frameworks and to select those elements which are appropriate to their local needs so that our migrant students can benefit from the finest quality education that we can provide.

W.N. Kirby
Commissioner of Education

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Introduction

The identification and recruitment process of migrant students is a major component of migrant education. The ability of the migrant education program to provide services is directly linked to the number of school-aged migrant children identified each year. Therefore, the migrant program gives support by requiring school districts to establish effective identification procedures and provides funds to carry out the task.

In order to provide school districts across the state with guidance in meeting the recruitment requirements, the Texas Education Agency has consulted with migrant education trainers and solicited effective strategies from practitioners in the field. This framework is the result of that endeavor. It is offered as a tool for individuals who plan and implement programs for the identification and recruitment of migrant students. Thus, the intended audience is comprised of superintendents, program directors and coordinators, community aides, parental involvement specialists, teachers, and recruiters. The recruiter is a most important person to include here since often the initial contact between the school and home occurs through the recruitment effort and sets the tone for the home-school relationship.

The underlying philosophical belief of migrant education is that all migrant students, regardless of their mobility, should have the opportunity to receive instruction which addresses their needs.

Thus, the purpose of this framework is to increase the awareness of the essential attributes needed for a quality identification and recruitment program. This kind of program, in turn, increases the possibility that the students identified will receive the instructional services needed.

The Agency encourages the use of the framework in establishing a recruitment and identification program, as well as using it as a guide for improving the scope and impact of existing programs. The framework will address strategies for effective identification and recruitment, the role of the recruiter, and evaluation of the recruitment program. The framework also includes a variety of effective models being used in districts or education service centers around the state.

Identification and Recruitment of Migrant Students

Responsibility for Identification and Recruitment

By accepting federal funds for migrant programs, the state accepts the responsibility of identifying and recruiting all eligible migrant children. The state carries out this responsibility in three ways. In districts that operate migrant projects, the district is obligated to identify and recruit all eligible migrant students. In districts that belong to a migrant cooperative project, the fiscal agent is responsible for the task. Finally, in school districts with no migrant projects, the state uses migrant staff or recruiters hired through the education service center to identify and recruit migrant students.

Benefits of Identifying Migrant Students

Benefits to eligible children and to school districts in which a systematic recruitment process is implemented include educational and support services that enable children to overcome problems that are inherent to a migratory lifestyle. The additional money generated through effective identification and recruitment of eligible students enables school districts to provide the needed services.

Problems in Identifying Migrant Students

Figures compiled from state and Migrant Student Record Transfer System (MSRTS) reports indicate that only 80% of eligible children residing in project districts are identified. This fact indicates a need to develop more systematic processes to ensure that eligible children are identified.

Another problem in recruiting is that recruiters who have split-funded duties may feel that those students found cannot be served; therefore, it is fruitless to identify more; others may be locked into recruitment techniques which may guarantee non-identification of pre-schoolers or children whose parents do not move within expected or predictable patterns.

Given these problems, there is a need to develop systematic identification and recruitment models which will enable school district and education service center personnel to identify all eligible migrant students. The remainder of this framework will discuss strategies that will assist districts in implementing effective identification and recruitment models.

Training: Strategies for Effective Recruitment

A well-planned training program for district personnel is the key to implementing effective recruitment practices. Inservice activities should include:

- Programs and services provided by the district's Migrant Education Program,
- Migrant eligibility criteria,
- Detailed review of the Certificate of Eligibility and procedures for completing and submitting the form,
- Procedures for conducting parent interviews, and
- Strategies for locating potentially eligible children, including coordination with other community agencies.

Training in these areas is available from the education service center in the region. A brief discussion of the in-service activities follows.

The Migrant Education Program

Migrant education services should be a visible part of the district's total program. The awareness by all school personnel and by the community of services available will foster a climate of support for the district's recruitment effort.

The district's awareness plan should be designed to promote the various aspects of the program that work to eliminate the particular educational problems associated with a migratory lifestyle. Special emphasis should be given to the following objectives outlined in the Chapter I Migrant State Plan:

- Improving achievement levels in the basic skills areas,
- Increasing graduation rates,
- Increasing parental involvement, and
- Identifying/recruiting eligible students.

The awareness plan should also describe the specific programs that the district has implemented to support the goals listed above. This plan should include supplementary instructional design(s) and support services which are needed.

Migrant Eligibility Criteria

Minimally, recruitment personnel should be thoroughly knowledgeable of the definitions listed on the next page. When applying these definitions, recruiters should keep in mind all elements and avoid making eligibility decisions based on single elements.

Definitions

Agricultural activity means—

(1) Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;
(2) Any activity directly related to the cultivation or harvesting of trees; or
(3) Any activity directly related to fish farms.

Fishing activity means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

Currently migratory child means a child—

(1) Whose parent or guardian is a migratory agricultural worker or migratory fisher; and

(2) Who has moved within the past 12 months from one school district to another . . . to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

Formerly migratory child means a child who—

(1) Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child;

(2) Resides in the area served by the agency carrying out a Chapter 1 migrant education program or project; and

(3) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

Guardian means a person who—

(1) Has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law;

(2) An SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or

(3) Is standing in the place of a parent to a child.

Migratory agricultural worker means a person who has moved within the past 12 months from one school district to another to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

Migratory children means children who qualify under the definition of "currently migratory child" or "formerly migratory child" described in this section.

Migratory fisher means a person who has moved within the past 12 months from one school district to another . . . to enable him or her to obtain temporary or seasonal employment in a fishing activity.

The Certificate of Eligibility

The Certificate of Eligibility (COE), Figure 1, is the legal document used by the state of Texas to identify eligible migrant children and enroll them into the Migrant Student Record Transfer System (MSRTS). Migrant educational and support services (counseling, health, etc.) cannot be provided until the child has been determined eligible and the completed COE is properly distributed and filed.

The Certificate of Eligibility can be completed only by a person who has received annual training and who is knowledgeable about services available to eligible students.

The importance of the accuracy of information on the COE cannot be over-emphasized. Improper eligibility determination could result in an audit exception.

A more complete explanation of recruitment procedures may be found on pages 7-20 of the *Implementation Guidelines for School District Required MSRTS Component Activities* (TEA - 1986).

Eligibility Case Studies

A review of sample case studies is an effective training tool. Case studies provide realistic examples for determining eligibility. The district or ESC should present several case studies when conducting training for recruitment personnel.

The case studies should be distributed and time allowed for participants to determine eligibility. A discussion should follow, outlining the reasons for eligibility or ineligibility. Section II of the COE should also be completed, based on the information given.

Several sample case studies are presented below. Districts should develop additional case studies that meet their particular needs.

Case Studies

1. Juan Gonzales moved with his parents on September 22, 1986 from Uvalde, Texas to Hereford, Texas. He enrolled in the third grade at Hereford ISD on the next day, and the mother was interviewed at that time. His family moved to Hereford so that his father could work during the sugar beet harvest.

> ***Discussion***
> Juan would be an eligible current intrastate agricultural migrant student (Status 2) because he moved with his family within the past 12 months from one school district to another to enable his father to obtain temporary or seasonal employment in an agricultural activity.

2. Susana Johnson moved with her mother on June 23, 1986 from Lubbock, Texas to Pearsall, Texas. She enrolled in the seventh grade at Pearsall on September 2, 1986. Although this was not an agriculturally-related move, further questioning by the recruiter revealed that Susana and her family had made a previous move in 1983. They moved from Aurora, Illinois to Ocana, Florida on September 7, 1983 to enable her parents to pick oranges. The date of the interview was September 4, 1986.

> ***Discussion***
> Susana would be an eligible former agricultural migrant student (Status 3) because she moved with her family within the past 6 years from one school district to another to enable her parents to obtain temporary or seasonal employment in an agricultural activity.

3. Angelica Garza moved from Los Angeles, California to Hart, Texas, on August 27, 1980 so that her parents could work at the potato shed. On October 3, 1984, the family moved from Hart to Ardmore, Oklahoma where Mr. Garza found temporary work as a brick layer's assistant. Finally, the family moved back to Hart on May 27, 1986 so that Mr. Garza could work at the grain elevator full time. On September 2, 1986, Angelica enrolled in the ninth grade at Hart ISD and gave the migrant recruiter the information above.

Discussion
The move from Ardmore to Hart on August 30, 1986 is not a qualifying move because the job obtained was permanent even though the activity could have qualified. The move from Hart to Ardmore does not qualify because, while the work was temporary, the activity (brick laying) was not eligible. The move from Los Angeles to Hart qualifies Angelica as a former migrant (Status 3) and since the Texas residency date is May 27, 1986, she can earn funding for Texas for three months. She should be enrolled in the Migrant Student Record Transfer System (MSRTS). However, because her eligibility ended before the beginning of the school year, she may no longer be served in the migrant program.

4. Maria Ortega moved with her parents on August 23, 1986 from Dimmitt, Texas to Del Rio, Texas (their homebase). Her family had made an earlier move to Dimmitt from Del Rio on July 1, 1986 to hoe cotton. She enrolled in the second grade at Del Rio on September 2, 1986, and a COE was completed then.

Discussion
Maria would be an eligible current intrastate agricultural migrant student (Status 2) because she moved with her family within the past 12 months from one school district to another to enable her family to obtain temporary or seasonal employment in an agricultural activity.

5. Joe Daniels moved with his father from Raton, New Mexico to Manor, Texas on November 13, 1985. He enrolled in the fourth grade at Manor ISD on November 14, 1985. His father moved to Manor, Texas to work on a ranch that raises race horses.

Discussion
Joe would not be an eligible migrant student. Although his family moved from one district to another in the past 12 months, the move did not enable the worker to obtain temporary or seasonal employment in a qualifying agricultural activity.

6. On April 16, 1986, Mr. Herrera left Pharr, Texas and moved to Berrien Springs, Michigan to prune fruit trees and work on Michigan farms. On June 7, 1986, Mr. Herrera was joined by his children Fidel, Sara, and Alfonso. They spent the summer working on the Michigan farms. On August 23, 1986, the family returned to Pharr.

Discussion
The regulations require that for a student to be eligible, there must be a move on the part of the parent/guardian and the child. The State further interprets that when moves of parent/guardian and child do not occur simultaneously, they must occur within a year of the parent's/guardian's move for the child to qualify as a migrant student. In this case, since the move of the children took place within the allotted time period, the Herrera children are eligible migrants.

- Conduct awareness training for school secretaries, attendance clerks, foundation teachers, counselors and nurses.
- Coordinate with community agencies—Texas Migrant Council, Migrant Health Clinic, Texas Employment Commission, churches, etc.
- Coordinate with the district's parent advisory council (PAC) and the parent involvement program.
- Question migrant families. When conducting interviews, always ask if they know of other families who might qualify.
- Use media (local radio, television, newspapers). Public service announcements outlining the services available to eligible children and the criteria used to establish eligibility can help.

Procedures for Conducting Interviews

The interview with the parent or guardian of potentially eligible migrant children is the focal point of the recruiter's work, and the ability to conduct the interview effectively will determine the success or failure of the district's recruitment process.

The interview is the mechanism through which a recruiter gathers information to determine whether children are eligible or ineligible for the migrant program. The ability to establish rapport with the parent or guardian, the ability to obtain information in an informal setting, the ability to communicate in the language that the parent understands, and a wide array of cultural knowledge and understanding are necessary skills for the interviewer.

A prerequisite for interviewing is the thorough knowledge of migrant regulations and definitions. Recruiters should also develop skills in proper questioning techniques. The interview should be informal in nature. Once the introductions are completed and the parent is at ease, the recruiter should use open-ended, neutral questions to obtain the information necessary to determine eligibility. The questions will vary depending on the circumstances, but there should never be extensive probing. During the interview, the following must always be addressed:

- The parent/guardian and child have made a move which enabled the parent/guardian to obtain work within the last six years.
- The move was across school district lines or across state boundaries.
- The movement across school district lines was not for the purpose of commuting.
- The work obtained was related to agriculture or fishing activities.
- The work is seasonal or temporary in nature.

Once the recruiter establishes that conditions for eligibility exist, the recruiter should summarize the information received and ask for confirmation of the interpretation of the information. (Example: "Let me see. I understand from our conversation that you and Johnny went from Dilley to Robstown this summer to bale hay. Both of you stayed there for three weeks, and then you returned here.")

At this point, the migrant program should be explained to the parent and the Certificate of Eligibility (COE) should be completed. In closing the interview, the recruiter should inform the parent that the COE is a legal document; therefore, it is very important that all information in it be as accurate as possible.

All the conditions described above must be met in order for children to be eligible. Again, the recruiter must remember to word questions carefully so that they are neutral and not leading.

Strategies for Locating Potentially Eligible Children

School districts should use a variety of strategies for locating children who may be eligible for the migrant program. By using several strategies in combination, districts increase the likelihood of identifying all eligible children.

While not inclusive, the following suggestions will assist districts in developing their own plans for a systematic recruitment process:

- Use available Migrant Student Record Transfer System (MSRTS) reports—Periodic Enrollment Validation Report (PEVR), Mass Enrollment Report, Exception Report, Missed Enrollment Report, computer listing from ESC, if available.
- Use a survey form. See Figures 2 and 3 for suggested survey forms.
- Review enrollment/registration cards.

Figure 1

(1) School District: _____ (Name)

(2) Campus: _____ (Name) / (ID)

TEXAS EDUCATION AGENCY
Division of Migrant Education
Certificate of Eligibility

(3) School Year 19___-___

(4) Child Name: _____ (Last) (First)

I. CHILD DATA

(5) Child ID: _____ (Number and Mnemonic)

(6) Child Name: _____ (Last) (First) (Middle Name or Initial)

(7) Sex: Male ☐ Female ☐ (8) Birthdate: ___/___/___ (Month-Day-Year) (9) Birthplace: _____ (City) (State) (Country) (10) Race 1 2 3 4 5 (Circle one)

(11) Legal Parent Name: _____ (First) (Last) (12) Legal Parent Name: _____ (First) (Last)

(13) Verification: ☐Birth Certificate ☐Document ☐Other ☐None (14) Multiple Births: ☐2 ☐Other (Specify) _____

(15) Homebase Address: _____ (Street/P.O. Box) (City) (State) (ZIP code) (Country)

(16) Current Residence: _____ (Street/P.O. Box) (City) (State) (ZIP code)

(17) Current Parent Name: _____ (First) (Last) (18) Current Parent Name: _____ (First) (Last)

II. ELIGIBILITY DATA

These facts certify that (19) _____ (Name of Child) arrived in this district on (20) ___/___/___ (Residency Date—Mo/Da/Yr) (21) from _____ (City) (State)

and enrolled on (22) ___/___/___ (Enrollment Date—Mo/Da/Yr) in grade (23) _____ with a migrant status of (24) 1 2 3 4 5 6 (Circle one) based upon a move with/to join (Circle one)

(25) _____ (Name of worker) (26) _____ (Relationship). This worker's move occurred on/about (27) ___/___/___ (Circle one) (LQM Date—Mo/Da/Yr)

from (28) _____ (LQM City-State-Country) to (29) _____ (LQM City-State)

and enabled the worker to seek and/or obtain temporary or seasonal employment in (30) _____ (Specific qualifying activity).

III. PARENT/GUARDIAN CERTIFICATION DATA

The rules for migrant eligibility, migrant services, and the Migrant Student Record Transfer System have been explained to me. I know that my child's records can be sent to other schools and that I may see and obtain them. If my child becomes a formerly migratory child, I give permission for him/her to be considered a formerly migratory child until his/her eligibility ends provided I can withdraw my permission at any time. I certify that the information listed above is true and correct.

(31) _____ (Signature of ☐Parent ☐Guardian) (32) _____ (Relationship) (33) ___/___/___ (Date—Mo/Da/Yr) (34) _____ (Telephone No. of ☐Parent ☐Guardian)

IV. ELIGIBILITY CERTIFICATION DATA

I certify that I have received training in determining migrant eligibility and the types of migrant services available in this district.

I certify that this student is eligible for migrant services based on the information provided here. To the best of my knowledge, the information is reliable and valid.

(35) _____ (Signature of Interviewer) (36) ___/___/___ (Date—Mo/Da/Yr) (37) _____ (Signature of ☐Superintendent ☐Designee) (38) ___/___/___ (Date—Mo/Da/Yr)

(39) LANGUAGE USED TO EXPLAIN THE CONTENTS OF THIS DOCUMENT:
☐English ☐Spanish ☐Other (Specify) _____

White—LEA or Fiscal Agent Yellow—Data Entry Specialist Pink—Parent or Guardian

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INSTRUCTIONS FOR CERTIFICATE OF ELIGIBILITY

The Certificate of Eligibility is the only legal document that may be used in Texas for the identification and recruitment of migratory children. The form shall be completed legibly, in ink, by a trained interviewer.

Heading

(1) Enter the name of the school district in which the child is residing (e.g., Buffalo Gap ISD).

(2) Enter the campus name and MSRTS campus code in which the child is enrolled (e.g., Brown Elementary/BFYS). If the child is not enrolled in school, enter the campus name and code in which he/she would be enrolled, or enter the name of the district and the MSRTS code for the district (e.g., Buffalo Gap ISD/BQRP).

(3) Enter the current school year (e.g., 1985-86).

(4) Enter the name (last name first) of the child (e.g., Sarinana, Jose).

Section I: Child Data

(5) Enter the MSRTS child (student) I.D. (number and mnemonic), if available (e.g., 17076762, TFY).

(6) Enter the name (last, first, middle name or initial) of the child (e.g., Sarinana, Jose M.).

(7) Check the box which describes the sex of the child.

(8) Enter the date (by month, day, and year) on which the child was born (e.g., 04/12/75).

(9) Enter the city and state abbreviation of the child's birth (e.g., Los Angeles, CA). If the child was born in Mexico or Canada, enter the city, state abbreviation, and country abbreviation (e.g., San Juan, GT, MX). If the child was born in another country, enter the city, state (if available) and the country name.

(10) Circle the number which describes the ethnicity of the child, according to the child or the child's parent/guardian. The code descriptors are:

1—American Indian or Alaskan Nature
2—Asian or Pacific Islander
3—Black, not Hispanic
4—Hispanic
5—White, not Hispanic

(11) Enter the first and last names of the **male** legal parent (e.g., Evaristo Sarinana).

(12) Enter the first and last names of the **female** legal parent (e.g., Geronima Sarinana).

(13) Check the box which describes the manner in which the child's birthdate was verified or confirmed. "Document" is considered to be any legal document other than a birth certificate (e.g., baptismal certificate, family Bible record). "Other" is verbal confirmation. Only if there is no record of the child's birth and the parent/guardian has no recollection of the birthdate would "None" be checked.

(14) Check ☐ 2 if the child is a twin. In ☐ Other, enter "3" if the child is a triplet, "4" if the child is a quadruplet, etc.

(15) Enter the complete address (including street/P.O. Box if available) of the location considered "home" by the parent/guardian, or to which the family returns most often. If the homebase is in another country, such as Mexico or Canada, enter the country abbreviation or country name.

(16) Enter the complete current address of the parent/guardian.

(17) Enter the first and last names of the **male** current parent, or the child's guardian (e.g., Idelfonso Gomez).

(18) Enter the first and last names of the **female** current parent, or the child's guardian (e.g., Elisa Gomez).

Section II: Eligibility Data

(19) Enter the first and last names of the child entered in (6) above.

(20) Enter the date (by month, day, and year) on which the child arrived in the district (e.g., 09/03/85).

(21) Enter the name of the city and the state abbreviation from which the child moved (e.g., Robert E. Lee, TX).

(22) Enter the date (by month, day, and year) in which the child enrolled in school, if applicable. If the child is not enrolled in school, enter "N/A".

(23) Enter the grade in which the child is enrolled in school, if applicable (e.g. 08). If the child is not enrolled in school, enter "N/A".

(24) Skip for now.

(25) Enter the first and last names of the worker who sought/obtained temporary or seasonal agricultural or fishing employment (e.g., Idelfonso Gomez).

(26) Enter the relationship of the worker to the child (e.g., stepfather).

(27) Enter the most accurate date, by month, day, and year, for the qualifying move which can be determined by the parent/guardian (09/03/85).

(28) Enter the city, state, and country (if applicable) from which the child made the qualifying move (e.g., Buffalo Gap, TX). This location may be the one from which the child just arrived, or it may be different.

(29) Enter the city and state abbreviation to which the child made the qualifying move (e.g., Del Valle, TX). This location may be the child's present location, or it may be different.

(30) Enter a **specific** temporary or seasonal agricultural or fishing working activity (e.g., harvesting wheat). General descriptions such as "farm work" are not acceptable.

(24) Circle the proper migrant status code after completing Section II. Determine the code according to the following definitions:

1—Current interstate agricultural migrant
2—Current intrastate agricultural migrant
3—Former agricultural migrant
4—Current interstate fisher migrant
5—Current intrastate fisher migrant
6—Former fisher migrant

"Current" means that the child moved at least once within the past twelve months. "Former" means that the child has moved at least once within the past six years, but not within the past twelve months. "Interstate" means that the qualifying move was made from one state to another. "Intrastate" means that the qualifying move was made from one school district to another within the same state.

Section III: Parent/Guardian Certification Data

(31) After carefully explaining the statements to the parent/guardian, obtain a signature and check the box indicating whether the signature was that of the parent or guardian. A form without a signature will not be considered valid. If the parent/guardian cannot sign his/her name, have them indicate an "X" or other mark of their choice in place of the signature of their name.

(32) Enter the relationship to the child of the person signing the form (e.g., father, uncle, etc.).

(33) Enter the date [by month, day, and year] on which the signature or mark of the parent/guardian was obtained (e.g., 09/05/85).

(34) Enter the telephone number of the parent/guardian, if available. If unavailable, enter "N/A." If available, check the box indicating whether the telephone number is that of the parent or the guardian.

Section IV: Eligibility Certification Data

(35) Review the form to be sure the information is accurate (as relayed by the parent/guardian) and complete. Enter the signature of the interviewer.

(36) Enter the date [by month, day, and year] on which the form was signed by the interviewer (e.g., 09/07/85).

(37) Enter the signature of the district superintendent or designee. Check the box indicating whether the signature is that of the superintendent or the designee. If the designee box is checked, there must be a letter on file giving authorization. The superintendent may designate more than one person authorized to sign the form.

(38) Enter the date [by month, day, and year] the form was signed by the superintendent or designee (e.g., 09/08/85).

(39) Check the language used to explain the form and its contents to the parent/guardian being interviewed. If "Other" is checked, specify the language used (e.g., Vietnamese).

Copy Distribution

After the form is completed, give the pink copy to the parent/guardian. Distribute the remaining copies **after** the signature of the superintendent or designee has been obtained. The original (white) form should be filed in the auditable file for the district or the fiscal agent, if the fiscal agent is not the district. The yellow copy should be forwarded to the data entry specialist at the Education Service Center.

Figure 2

_____ School District

School Year 19____-____

Dear Parent:

Our district is conducting a survey to determine whether there are any migratory children residing in the district. Please complete this form as soon as possible, and have your child return it to school. Thank you for your assistance.

---

1. Have you moved into this district or traveled elsewhere within the past six years? [ ] YES [ ] NO

   NOTE: If you answered "no" to the above question, you do not have to answer any additional questions. Please complete the last section of this form.

---

2. Are you now working in or looking for **temporary or seasonal** work in this district in any of the employment areas described below? [ ] YES [ ] NO

   If yes, please check the type of employment:

   _____ fruit picking
   _____ grove work
   _____ vegetable picking
   _____ farm work
   _____ dairy work
   _____ poultry farm work
   _____ fishing/shrimping
   _____ harvesting wheat
   _____ other agricultural work
   _____ cultivation/harvesting of trees
   _____ packing or processing of fruits, vegetables, seafood, livestock

3. Have you worked, on a temporary or seasonal basis, in any of the jobs listed above in another state or another district in Texas within the last six (6) years? [ ] YES [ ] NO

4. If you did travel or move to work or look for work, did your child ever travel with you? [ ] YES [ ] NO

   If so, please list the name of your child and his/her sex, age, grade level, and the name of the campus in which he/she is currently enrolled.

   _____
   Last First MI [ ] Male [ ] Female Age _____

   Grade Level: _____ Campus Name: _____

   Do you have any children living with you who are not enrolled in school at this time? [ ] YES [ ] NO

Parent/Guardian Names **Present Job**

Father: _____ _____
Last First

Mother: _____ _____
Last First

Address: _____ Telephone: _____
Street City

_____ Date: _____/_____/_____
Signature of Parent/Guardian

Distrito Escolar: _____

Año Escolar 19____-____

Estimados Padres:

Nuestro distrito escolar está conduciendo un estudio por medio de este cuestionario para determinar si hay niños de padres migratorios que residan en el distrito. Haga favor de llenar esta forma tan pronto posible, y regrésela con su hijo/hija a la escuela. Muchas gracias por su amable asistencia.

---

1. ¿Se ha cambiado (mudado) usted a este distrito escolar o ha viajado a otro sitio durante los últimos 6 años?
   _____ Sí _____ No

   Nota: Si contestó "no" a la pregunta anterior, no es necesario contestar las siguientes preguntas. Por favor, llene la última sección de ésta forma.

---

2. ¿Está usted actualmente empleado en un trabajo o está buscando trabajo temporal en este distrito escolar en algunas de las siguientes areas? _____ Sí _____ No

   Si contestó "sí," por favor anote con una X el tipo de trabajo:

   _____ piscando fruta o verduras
   _____ trabajos de rancho
   _____ trabajos de lechería
   _____ desaijando
   _____ empacando o procesando frutas, verduras, ganado
   _____ trabajos de pezca o camarón
   _____ cultivando/cosechando árboles
   _____ cosecha de trigo
   _____ trabajos en huertas
   _____ trabajos de avicultura (pollos)
   _____ otros trabajos de agricultura

3. ¿Ha trabajado usted de manera temporal en alguno de los trabajos previamente mencionados en algún otro estado o dentro de algún distrito escolar en Texas durante los últimos seis (6) años? _____ Sí _____ No

4. ¿Si contestó "sí," se cambió o viajó a otro sitio para trabajar o buscar trabajo? ¿Fué su niño/niña en alguna ocasión con usted? _____ Sí _____ No

5. Si contestó "sí," por favor denos el nombre de su niño/niña, su edad, sexo, y año escolar en el cual ahora esté matrículado.

   _____ _____ Niño _____ Niña Edad: _____
   Apellido Nombre

   Año: _____ Escuela: _____

   ¿Tiene niños que viven con usted que no están registrados en la escuela? _____ Sí _____ No

---

Nombres del Padre/Guardián **Trabajo Actual**

Padre: _____ _____
Apellido Nombre

Madre: _____ _____
Apellido Nombre

Domicilio: _____ Teléfono: _____
Calle Ciudad

_____ Fecha: _____/_____/_____
Firma del Padre o Guardián

Figure 3

School Year 19____-____

School District: _____

Questionnaire

Name of Parent/Guardian _____

Home Address _____

Telephone (Home) _____ (Work) _____

Name of Child _____

Campus/Grade _____

Your child may be eligible for supplemental services if he/she qualifies as a migratory student. To help us, please answer the following questions which will aid us in locating students who may be eligible. If you answer "yes" to any of these questions, we will contact you for further information. Please return this form to school.

1. Have you or your family traveled or moved within the past six years? Yes _____ No _____
2. Did you or your family cross school district or state boundaries? Yes _____ No _____
3. Was the move or travel made in order to seek any of the following:
   a. temporary or seasonal agricultural, timber, dairy or fishing work? Yes _____ No _____
   b. work in transporting agricultural products, timber, or fish to market on a temporary basis? Yes _____ No _____
   c. work in processing these products on a temporary basis? Yes _____ No _____

Thank you!

Año Escolar 19____ - ____

Distrito Escolar: _____

Cuestionario

Nombre del Padre/Guardián _____

Domicilio _____

Teléfono (trabajo) _____ (hogar) _____

Nombre del niño/niña _____

Escuela/Grado _____

Su hijo/hija puede ser elegible para servicios suplementarios si es que califica como estudiante migratorio. Para ayudarnos, favor de contestar las siguientes preguntas que nos facilitará encontrar estudiantes quienes pueden ser elegibles. Si contesta "sí" a cualquiera de estas preguntas, nos pondremos en contacto con usted para información adicional. Por favor regrese esta forma a la escuela.

1. ¿Se ha mudado o se ha ido a los trabajos usted o su familia durante los últimos seis años? Sí _____ No _____
2. ¿En qué ciudad vivía? _____
3. ¿A qué ciudad se cambió? _____
4. ¿Fue su mudanza o viaje para buscar cualquiera de los siguientes:
   a. ¿trabajo temporal en agricultura, horticultura, lechería, o pesca? Sí _____ No _____
   b. ¿trabajo temporal en transportar productos agrícolas, madereros, o pesca? Sí _____ No _____
   c. ¿trabajo temporal en procesar estos productos? Sí _____ No _____

¡Gracias!

The Recruiter: Personnel Characteristics/Responsibilities

The migrant recruiter is most often the person who makes the first contact with parents of eligible children. For many of the parents, this initial contact sets the tone for the home-school relationship. It is very important that this contact be positive and supportive of the various needs of the migrant family.

Depending upon the local school district, a recruiter may be identified as the home-school liaison, a home visitor or a school-based recruiter. The home-school liaison recruiter has ample opportunity to help parents understand and cooperate with the school. Such recruiters are predictably motivated by helping people, and this liaison service tends to yield high performance and satisfaction. Each recruiter has a definite individual role, and unless there is a clear understanding of such role, recruitment may not be altogether effective.

Secondly, the home visitor is the recruiter who interacts with families outside school boundaries by visiting potential families for the purpose of enrolling migrant children. Unlike the home-school liaison, the home visitor observes such interaction mainly for the purpose of completing, together with the family, the forms needed to recruit eligible migrant students.

The third type of recruiter is the school-based recruiter who recruits students based upon leads surfacing mainly from the school system. It should be noted that excessive reliance on the school system as a source may discourage a search for leads from other sources, such as leads coming from the home base.

Given the differences among these models, school districts need to be cognizant of which model they may presently be using. The present model should be analyzed to determine whether it supports an effective recruitment effort or whether it is detracting from the desired role of a recruiter.

A set pattern of employment for recruiters is difficult to establish because of the varying needs of individual school districts. Recruiters may be employed on a full-time or part-time basis depending on these needs. In most cases, recruiters should be on duty prior to the beginning of the school year in order to facilitate enrollment. Each school district should also study the patterns of peak migrant enrollments and have sufficient recruitment personnel available at these times.

To be able to fulfill the primary responsibility of identifying and recruiting eligible migrant students, the recruiter must be knowledgeable of the regulations applicable to the Migrant Education Program, the definitions of eligible migratory children, and the programs and services available in the district for these children. The recruiter must be able to locate migratory children, contact parents or guardians, communicate effectively with them, and secure the confidence and support of growers and other employers. The recruiter must be able to carry out all of these activities with a high degree of independence.

Duties and responsibilities may include the following activities:

- Serving as a communication link among the recruiter's headquarters and the campuses, growers and community agencies. This function may require contact with school principals, school secretaries, attendance clerks, growers, food processors, and community agency personnel;
- Determining the location of migrant labor camps and housing in the school district;
- Keeping in contact with growers and employers who use migrant labor for the purpose of identifying migrant children as they move into the school district;
- Reviewing enrollment/registration cards at school campuses to identify potentially eligible students;
- Reviewing available MSRTS reports to identify potentially eligible students;
- Certifying the eligibility of children in order to participate in migrant education programs;
- Completing the certificates of eligibility; and
- Serving as a home-school coordinator.

Evaluation

Evaluation of recruitment efforts should be conducted periodically throughout the school year. The purpose of the evaluation should be to provide a variety of checkpoints to enable the district to identify strengths and weaknesses within the recruitment process. Furthermore, the overall evaluation of the identification and recruitment process should be based upon an on-site recruitment plan. Such a plan will support a valid monitoring of the recruitment process by any local personnel and/or state agency and will provide a format within which to observe the recruitment operation at a school district. A lack of a localized recruitment plan will limit the evaluation of recruitment to a compliance check on the accuracy and thoroughness of the COE; completion of the COE is only a minute portion of the entire identification effort.

The items included in the sample assessment instrument, Figure 4, on the following page are intended to assist districts in monitoring the total effectiveness of the recruitment process. Districts may choose to modify or adapt this instrument to meet particular local needs. Some formal evaluation process, however, should be in place.

The evaluation items include a review of various MSRTS records, contacts with various community agencies, degree of parental involvement, and a study of migrant enrollment trends. Each district should also ensure that recruitment personnel are scheduled to be at work during peak enrollment times, particularly prior to December 31.

Figure 4

Sample

School District Recruitment Assessment

Campus Name: _____

Reviewer Name: _____

Recruitment Check	Date Reviewed	Comments/ Action Taken
1. Residency Verification		
2. Review MSRTS Reports • PEVR • Mass Enrollment • Exception Report • Missed Enrollment Report • ESC Reports (if available)		
3. Coordination with Community Agencies • Migrant Health Center • Texas Migrant Council • Texas Employment Commission		
4. Recruitment Personnel • Appropriate Employment • Training		
5. Community Involvement • Parent Advisory Council • Media Use • Migrant Families • Churches		
6. Enrollment Trends		

Effective Models for Recruitment

A number of effective migrant student recruitment procedures are in place around the state. The procedures for the following models are currently being used in recruitment and are intended to be used as guides to assist districts and ESCs in developing a plan to meet their specific needs.

Model 1

School District Description

Model 1 is in place in a school district with 7 elementary, 2 middle school, 1 junior high school, and 1 high school campuses. The district has approximately 6,600 students. The migrant students number 338. The procedures for Model 1 follow.

1. In early June, the recruiter reviews all the certificates of eligibility (COEs), and separates them by families. She then places the COEs in folders and divides them by street names and addresses in numerical sequence.

2. When the recruiter and the MSRTS clerk return to work on August 1st, they examine the COEs and make telephone calls to establish residency and to determine the current status of children.

   If a family informs the recruiter that it has migrated during the summer, the COE is left in the same folder and the following note is attached to it: "Migrated-Home Visit Needed." The recruiter informs the family that he/she will visit the home later that month to obtain the new information and have the new COEs signed.

   If the family did not migrate during the summer or within the last 365 days, the COE is updated. The recruiter asks if the family still resides at the same address and reads out each child's name, and asks whether each child has been promoted to the next grade level. (See Figure 5.)

3. After the recruiter has done all the updating possible by telephone, he/she divides the remaining COEs by neighborhood or sections of town.

4. During the second week in August, the recruiter and the MSRTS clerk start home visitations with families who have no telephone, families whose phones have been disconnected, and the families who have migrated and need new COEs completed.

   Recruiters start home visitations around 9:00 a.m. to give the parents enough time to get themselves organized. Through their home visitations, the recruiters frequently find that some of the families have moved from the address that is currently on record. Thus, at the beginning of the school year, migrant staff are provided with a list of the latest recruitment information, and these staff are asked to provide current addresses and telephone numbers. This information is obtained through student inquiry and/or from records in the principal's office.

5. The recruiter and MSRTS clerk frequently have to repeat some home visits when they find no one at home. At these homes, the recruiters usually leave a note on the door. (See Figure 6.) It simply states the purpose of the visit, the recruiter's or clerk's name, the time of the visit, and a telephone number where the recruiter may be reached. This note is written in both English and Spanish.

6. The migrant recruiter and MSRTS clerk also contact other community programs associated with migrants. These include the Texas Migrant Council Day Care Center and the Migrant Health Clinic. These organizations usually provide names, addresses, and telephone numbers for migrant families.

7. One of the main sources of information that increases identification of migrant students is migrant families themselves. When home visitations or telephone calls are made to establish residency, the family is asked if it knows of any other families, friends, or neighbors who have done any kind of migratory work.

8. The recruitment process continues throughout the year, with a very conscious effort to ask parents the proper questions. By this careful questioning, the recruiter assures that a student identified as eligible for the migrant program, meets the program guidelines.

Figure 5

Model 1

School Year 19____-____

Name _____

Age _____

Address _____

Date of Enrollment _____

Campus _____ Campus I.D. No. _____

Grade _____ Status _____

Change of Guardian _____

_____ _____
Information obtained from Relationship

_____
Telephone

_____ _____
Signature of person obtaining information Date

Figure 6

Model 1

Date _____

WHILE YOU WERE AWAY .....

_____ from the Alice I.S.D. Migrant Program was here at _____ to explain the possibilities of your children's eligibility for the program and its special services for which they might qualify.

Please call me at 664-0981, ext _____, or come by the School Administration Building at 1801 E. Main.

Thank you.

Fecha _____

MIENTRAS USTED ESTUVO FUERA .....

_____ del Programa Migrante vino por su casa para darle información tocante las posibilidades de registrar a sus niños en el programa y para discutir los servicios especiales para los cuales sus niños posiblemente califiquen.

Haga el favor de llamar al teléfono 664-0981, ext. _____, o venga a la oficina de administración localizada en 1801 E. Main.

¡Gracias!

Model 2

School District Description

Model 2 is in place in a school district with 20 elementary, 2 middle school, 2 junior high school, and 3 high school campuses. The district has approximately 22,200 students. The migrant students number 2,040. The procedures for Model 2 follow.

1. A survey form is given to each student. This may be done during registration and/or through the homeroom teacher during the early part of the fall term.

2. Inter-agency cooperation is solicited. Examples of community agencies contacted are:

   a. Texas Migrant Council—This agency provides a listing of preschool participants, parents, and addresses.

   b. Migrant Health Clinic—This agency provides a listing of its participants receiving health services which includes parents' names, addresses, and names of all dependents.

   c. Texas Employment Commission—This agency may provide a listing of those persons that apply for unemployment benefits. Their caseworkers can refer families to the migrant office.

   d. Other social agencies, such as human resources agencies (welfare, food stamps, etc.), may provide a listing of those recipients who identify themselves as migrants. Their caseworkers can refer families to the migrant office.

   e. MET (Motivation, Education & Training)—This agency may provide names of those persons in training.

   f. Church groups

   g. Local manpower programs

   h. Farmworker Regional Service Center/Texas Department of Community Affairs

3. Recruitment activities during the year include the following:

   a. Periodic checks of all late enrollees are followed by an inquiry to determine the cause for late enrollment.

   b. Periodic checks of all withdrawals are followed by an inquiry to determine the cause for withdrawals.

   c. The nurses refer all incoming students as they complete their immunization records. It is through the foundation nurse's office that incoming students are made aware of migrant services. The special programs and eligibility criteria are posted in the nurse's office.

   d. At mid-term, migrant staff (MSRTS clerks, counselors, etc.) find the names of those students who did not return for the spring semester, follow-up with home visits, and inquire about reasons for not returning. At this time, the names of those enrolling for the first time are also obtained. Migrant staff should determine the reasons for not enrolling for the fall semester by conducting a home visit.

   e. During home visits, or whenever a Certificate of Eligibility is being completed, the recruiter inquires whether the family knows of others who may qualify as migrants.

   f. To ensure that all children in a family have been identified, the staff completes family cards or folders. These folders list all members of the family and are updated annually. This updating may be done during completion of the Certificate of Eligibility. These cards or folders contain pertinent information of all children.

   g. All pre-registration forms at the schools are tagged for qualifying migrant students. These tagged forms will alert the schools so that course and/or space will be allocated for migrant students during fall enrollment. In addition, this process will identify the migrant students who do not register since their tagged cards will remain unclaimed. These tagged cards facilitate the mass enrollment procedure.

   h. During parent involvement meetings, migrant identification procedures are explained. Criteria for eligibility are clearly defined. The special programs that are provided are explained during these meetings.

i. Posters announcing the special programs for migrant students are posted at schools, community centers, church centers, clinics, manpower offices, etc. The posters include criteria and identification procedures.

j. Letters to migrant parents explaining identification procedures are mailed. The letter is important for those whose eligibility will expire and who will be making a qualifying move.

k. During the late spring or summer months, the district's enrollment cards are reviewed. The cards provide clues for follow-up visits. Look for dates enrolled, dates of withdrawal, and reasons for withdrawal. This procedure reinforces the ongoing, year-long recruitment effort.

l. All Certificates of Eligibility for an entire family are validated. As a result, certain significant changes may occur. Examples may include additional children not previously identified, changes within the family structure, and recent changes in the last qualifying move (LQM). The validation form includes the names of all children that qualify with the same LQM and/or the names of other children with different LQMs.

m. Through the federal lunch program questionnaire and/or through the medical emergency procedure card that all parents must sign, a specific question relating to migrant eligibility is asked. An affirmative response to this question prompts follow-up visits or direct communication with those specific families.

n. The centralization of all records facilitates the year-long recruitment effort. An advantage to this process is that throughout the year, the person in charge will have access to all data. In so doing, an accurate tally of all identified migrant students is maintained. In the same manner, files of students who do not return to the school district from one year to another are easily maintained. Through the use of MSRTS, these students can be located if they have been identified elsewhere.

Model 3

School District Description

Model 3 is in place in a school district with 6 elementary, 1 junior high school, and 1 high school campuses. The district has approximately 9,800 students. The migrant students number 5,804. The procedures for Model 3 follow.

1. The Special Programs and Food Services Department collaborate to have a pre-enrollment drive before the school year starts.

2. In order to inform the parents, the school district collects the previous year's list of parents' names and addresses. The information is encoded into a word processor (computer) and a "Bulk Rate" mailing list is prepared. Letters are mailed to the parents appearing on the list. (See Figure 7.)

3. Since a majority of the parents of migrant students qualify for free or reduced meals, applications are taken for the free or reduced lunch program, and migrant status is reviewed. If the parents qualify as current migrants, a COE is completed for each child who qualifies.

Figure 7

July, 1986

Dear Parent or Guardian:

Our schools serve nutritious meals every school day. Students may buy lunch for 65¢ at the elementary school and for 75¢ at the secondary schools. Breakfast may be purchased for 40¢.

Children from families whose income falls within the level shown on the scale below are eligible for either free meals or reduced-price meals, priced at 40¢ for lunch and 30¢ for breakfast.

NOTICE: To apply for free or reduced-price meals, please come to the Athletic Complex on the following dates:

Dates	Hours
August 13 & 15	9 a.m.-12 noon and 1 p.m.-3 p.m.
August 14	1 p.m.-7 p.m.

This early registration is being provided for your convenience. Please come and register on these dates to help avoid waiting in line when school starts. When you come to apply, **please come prepared to answer all questions on the form**. An application which does not contain the following data cannot be processed by the school: total household income, the names of all household members, social security numbers of all household members 21 years or older, or a statement that the household member does not have one, and the signature of an adult household member.

Verification: The information on the application may be checked by the school or other officials at any time during the school year.

Reporting Changes: If your child is approved for meal benefits, you must tell the school when your household income increases by more than $50.00 per month ($600.00 per year) or when your household income decreases.

Reapplication: You may apply for benefits at any time during the school year. If you are not eligible now, but have a decrease in household income, become unemployed, or have an increase in family size, fill out an application at that time.

Foster Children: If you have foster children living with you, they may be eligible for these benefits. If you wish to apply for these benefits for them, please contact the school, and school staff will help you complete the application.

Nondiscrimination: Children who receive free or reduced-price meal benefits are treated the same as children who pay for meals. In the operation of child feeding programs, no child will be discriminated against due to race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

Fair Hearing: If you do not agree with the school's decision regarding your application, or the result of the verification, you may wish to discuss it with the school. You also have the right to a fair hearing. This can be done by calling or writing the following official: (State name, address and telephone number.)

Confidentiality: The information you provide will be treated confidentially and will be used only for eligibility determinations and verification of data.

Help with Application: If you have any questions or need help in filling out the application form, please contact the Free Lunch Office at (telephone number). You will be notified when the application is approved or denied.

Children from households with incomes not exceeding the family size and income specified below are eligible for free or reduced-price meals.

Salary Scale for Parents of Students who Apply for Free or Reduced-Price Meals

Family Size	Yearly	Monthly	Weekly
1	$ 9,916	$ 827	$191
2	13,394	1,117	258
3	16,872	1,406	325
4	20,350	1,696	392
5	23,828	1,986	459
6	27,306	2,276	526
7	30,784	2,566	592
8	$ 34,262	2,856	659
Each Additional Family Member	3,478	290	67

Special Notice! Families who have students who qualify as migrants will be asked to fill out a Certificate of Eligibility form at the same time that they apply for free or reduced-price meals.

Sincerely,

Food Services

Special Services

Model 4

School District Description

Model 4 is in place in a school district with 3 elementary, 1 junior high school, and 1 high school campuses. The district has approximately 2,000 students. The migrant students number 420. The procedures for Model 4 follow.

1. During the month of June, the MSRTS records clerk collects all of the eligibility forms and separates them by families.

2. The migrant recruiter places the COEs in order by street names and numerical sequence.

3. Upon returning to work in August, the MSRTS recruiter begins to visit migrant families by completing one street at a time to establish residency and to determine current status. Revisits are made to those families not found at home.

4. If migrant families have moved (determined during home visits), information is obtained from neighbors concerning their locations. If the recruiter is unable to get information, the COEs are set aside until after enrollment date.

5. At the beginning of the school year, migrant instructional personnel are provided with a projected student list ("previous year" students) containing enrollment dates, if enrolled, and current grade level for review. This list is returned to the migrant office for continued recruitment.

6. The migrant recruiter confers with school personnel to determine whether migrant students who have moved from previous addresses are registered with another campus. Any students enrolled are revisited.

7. By September 15, all former migrant students have their COE information verified.

8. Once all of the previous year's COEs are completed, the migrant recruiter then plans to identify new migrant families in the following manner:

   a. Migrant instructional personnel submit a list of new enrollments on their campus to the MSRTS records clerk. The list includes names, addresses, telephone numbers, and student enrollment dates. The recruiter uses the list to visit homes to determine eligibility for the migrant program.

   b. All school personnel (the school secretary, attendance clerks, nurses, and teachers) check throughout the school year for new enrollees who may qualify as migrant students. The migrant instructional staff gather and submit information regarding possibly eligible migrant students to the MSRTS records clerk. The MSRTS clerk refers these students to the migrant recruiter for verification of migrant eligibility.

9. The migrant recruiter canvasses the community by visiting every family not previously contacted to determine whether these families qualify for the migrant program.

10. Identification and recruitment occurs throughout the school year on an ongoing basis.

Model 5

Education Service Center Description

Model 5 is in place in an education service center with 60 non-project school districts and a migrant cooperative which serves 595 migrant students. The procedures used for Model 5 follow.

1. The ESC employs a person who conducts all recruitment in the non-project districts (approximately 60).

2. A very positive letter is mailed to each district stating that the recruiter will be visiting the district and asks for the district's cooperation. The recruiter follows up with an on-site visit to explain the purpose of the program and to conduct recruitment in each district.

3. Files are maintained on each non-project district. These files contain the names of key contact people in the district, specific locations where migrant families may reside, and any other information that might facilitate identification of eligible students.

4. Potentially eligible children are identified through the review of enrollment/registration cards and through names provided by school personnel. The ESC recruiter then contacts parents for the purpose of obtaining the necessary information and completing the COE if children are eligible.

Model 6

Education Service Center Description

Model 6 is in place in an education service center with 24 non-project school districts and no migrant cooperative. The procedures for Model 6 follow.

1. Through contacts with the administration at each of the 24 non-project districts in the region, recruiters from the local communities are identified. The ESC contracts with these recruiters for $4.00 per hour and also reimburses any travel expenses.

2. ESC migrant staff take a packet of materials to each district and conduct training.

3. Districts are provided with a list of identified students from the previous school year.

4. Survey forms are provided to each district to use as a recruitment tool.

5. The ESC always follows up with a letter to the district's administration, thanking them for their cooperation and for dedicating their time to recruitment activities.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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